DOCUMENT RESUME

ED 060 715 FL 002 967

AUTHOR	Seigneuret, Jean-Charles, Ed.; Benseler, David P., Ed.
TITLE	Reports from the Fall Regional Conferences [of the Washington Association of Foreign Language Teachers].
INSTITUTION	Washington Association of Foreign Language Teachers, Pullman.
PUB DATE	Jan 72
NOTE	43p.
JOURNAL CIT	W.A.F.L.T. Forum; v4 n2 p29-71 Jan 1972
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Conference Reports; *French; *German; Individualized Instruction; Language Instruction; Language Programs; Mexican Americans; *Modern Languages; Relevance (Education); *Spanish

ABSTRACT

Reports and papers from the Fall 1971 regional meetings of the Washington Association of Foreign Language Teachers (WAFLT) are compiled in this document. Topics focus on individualized instruction, bilingual education, language teaching abroad, administrator attitudes, and reports from the WAFLT French and German sections. (RL)

ED 060715

From: The Forum (Washington Association of Foreign Language Teachers); v4, n2, January 1972.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

REPORTS FROM THE FALL REGIONAL CONFERENCES

ELLENSBURG

SOME PRACTICAL ISSUES OF INDIVIDUALIZING FL INSTRUCTION*

Speaker: Dr. Howard B. Altman,
University of Washington

Many reasons could be given for individualizing FL instruction in today's schools and colleges, A rationale, on the one hand, is really not even needed; everyone is in favor of individualization, just as everyone is in favor of apple pie: it is considered a "good thing." But not everyone supports this "good thing" in practice, and thus a few reasons for doing just that may prove helpful.

First of all, individualization is the logical outcome of our realization that we know precious little about how individuals learn foreign languages. I'm not speaking of teaching, but rather learning. Secondly, in this Age of Aquarius, it is folly to assume that all students have the same goals in FL study. They probably never had the same goals, but a mass instructional approach treated them as if they did have. Thirdly, and most significantly from a practical point of view, successful individualized programs bolster teacher and student morale, build enrollments, and please students, teachers, and administrators alike. Properly implemented individualized instruction eliminates articulation problems by allowing each learner to pick up where he left off.

What does individualized FL instruction mean? This is a hard concept to define in a way which will prove valid for all situations, but in general one can cite several characteristics of on-going programs, especially as concerns instruction of first- and second-year students:

1) Students move through their curricular materials at their own pace.
2) They are tested only when they are prepared to be tested, and only on materials which they have prepared.
3) When they need help, they work individually with their teacher, or with some other "resource person" in the room, in a tutorial manner.
4) Students know the nature of their learning task, and they know what they are expected to do, how well they are expected to do it, and under what conditions they must demonstrate what they have done, to get credit for their work and permission to move on to their next project.

Obviously, with students assuming a degree of responsibility for their own learning, it is incumbent upon the teacher to provide them with proper materials for learning. As the emphasis in the FL classroom shifts from what the teacher teaches to what students learn, there ceases to be anything sacrosanct about materials for learning. In essence, anything which contributes to the achievement of the students' goals in language-learning may be considered proper materials for the FL classroom.

---

*Synopsis (by H.B.A.) of a presentation (with slides and transparencies) at the Fall, 1971 WAFLT Conference, Ellensburg, October 15, 1971.

FL 002 967

ED 090172

Ideally, materials must be developed which are custom-tailored to the needs of a heterogeneous body of learners. Until that happens, however, teachers are forced to use the standard commerically prepared texts and tapes which schools have adopted. Such materials can be used quite successfully in an individualized program if steps are taken to adapt them to the demands of individualized instruction. Checklists, for example, which itemize the steps a student must take to complete a given unit of work, may make the somewhat chaotically-arranged chapters in many of the most popular elementary texts penetrable by a semi-independent learner. Other inexpensively created aids, such as so-called learning packets or learning packages, may be developed for concentrated study of a particular concept (e.g., telling time or describing the weather), or for in-depth practice of a limited structural point in the text. Tapes, too, may need adaptation. Such adaptation may take the form of shortening, elimination of the most boring or least productive protions, supplementing the publisher's tapes with some "homemade" creations, etc. The main concern is that the curriculum be made optimally clear to the student. If he doesn't know what he is supposed to do, or if he can't figure out the complicated textbook explanations on his own, he has only two choices: to seek help (from an already burdened teacher) or to "tune out." We can prevent the necessity of making this decision by eliminating its cause: unclear materials. Point 4 of the characteristics of an individualized program above may very well be the most important point of all!

In an individualized FL program, the role of the classroom teacher is the single most important element. The teacher serves as a facilitator of learning, as a "resource person," manager, coach, counselor, and hence "teacher," in a much more meaningful way. Let me emphasize again that the emphasis in such programs is on the student and on helping him to learn. Thus, the teacher who is a "natural born ham" in the classroom may feel somewhat lost in this approach to education. Teachers perform many of the same functions in an individualized program as in a "traditional" one--i.e., testing students, giving help, working with groups of various sizes, etc. But a major difference is that in an individualized program, they "teach" ideally only when students request and/or require their help, for it is only then that students will derive maximum benefit from such aid.

Individualized programs demand learning for mastery. Students are not allowed to move on until they have genuinely mastered their current unit of work. In a program in which students master their materials to a very high level of accuracy, it is absurd to assume that a conventional grading system can be effectively employed. Many programs issue variable amounts of credit for varying amounts of work. Others award grades according to which level of accuracy a student manages to reach. Few programs grade learners any lower than "C", and the most successful ones try to find some locally acceptable solution to eliminating even "C" grades. With the possibility of giving a student a grade of "incomplete" until he finally reaches a high enough standard for a grade of "A" or "B",

ED 090172

there should be no need ever to have to use low grades to penalize students. This presupposes, however, that each and every learner can be given an adequate amount of time to complete his work satisfactorily. Remember that in language-learning, as in so many activities in life, some take considerably longer to achieve results comparable to others, who just seem to "breeze through" their tasks.

Finally, I am not sure just how expensive it is to implement an individualized approach to instruction, but I would suspect that any additional costs are almost entirely initial (i.e., acquisition of materials, etc.). There is no reason to suspect that an on-going individualized program is any more expensive to operate--once properly equipped--than "traditional" programs.

****

THE LINGUISTIC & CULTURAL PROBLEMS OF THE MEXICAN-AMERICAN CHILD

Speaker: Rudolfo Pinon,
Center for the Study of Migrant and Indian Education, Toppenish

As educators we must agree that much of the formal education a child receives must be acquired through reading. It is estimated that a child in his scholastic career will either commit to memory or attempt to understand at least 32,000 text book pages. By the time he completes high school he will have intensely studied 65 or more books. Up to 75% of the child's classroom time is now centered around textbooks.

Linguists have identified reading as being an abstract form of hearing and understanding what is heard through our eyes. It this be so, we must conclude that a child cannot read what he cannot hear.

Some of the greatest problems happen in the classroom because some of us, as teachers, have equated the term bilingual with all Chicanos or Mexican-Americans. Even though many Mexican-American children are taught to speak Spanish by their parents, it doesn't take them long to realize that the language which is used to communicate with their loved ones at home is not functional in the classroom situation.

Because of the great push toward making Chicanos learn English, and the belief that to be American means to learn English at the cost of extinguishing one's native language, obviously destroys the potential of a person ever becoming truly bilingual.

It is the wise teacher who is able to recognize that a Spanish-speaking child brings with him a sound system and a set of language patterns which are important to that child, and if used effectively, can facilitate the learning of a second language. This same teacher is also aware that there are certain auditory discrimination and speaking habits of Spanish, which may cause interference in learning a second language. The interesting idea is that this interference is identifiable, predictable, testable, and therefore vulnerable to skillful teaching.

Let us briefly examine four potential areas of interference which limit a native Spanish speaker's ability to speak English.

Number one - An enormous difference exists between the way words end in Spanish and the way in which they end in English. As Spanish is spoken, words are ended mainly in only ten ways; i,e,a,o,u,l,r,n,s, and d. As English is spoken, words are ended in at least forty possible ways.

Number two - In Spanish there are five clear, crisp vowel sounds. In English there are many vowel sounds, but one which is used the most is the "uh" sound which is called schwa, and occurs in such words as common, impossible, and Florida. The problem occurs because the sound which occurs most frequently in English is non-existant in Spanish.

Number three - In Spanish all words beginning with "s" are followed by a vowel. The English language not only utilizes the "s" plus vowel combination but is also saturated with a variety of consonant blends.

Number four - Spanish is not an explosive language; that is, the flow of air expelled by our speech mechanism in the production of sounds is practically nil, whereas in English the opposite holds true.

Just as there is linguistic interference, there is also cultural interference. The teacher who thinks that a sus ordenes is a child's last name or that a child has two last names may, from the beginning, hinder student-teacher rapport.

The teacher who is offended because a Spanish-speaking child is not showing respect when addressing her only as Miss and omitting her last name does not realize that, in Spanish, it is very appropriate to address as lady as senorita.

A similar situation may arise when a Mexican-American child refuses to look the teacher in the eye while being scolded. He has been taught that looking at one's elders in such a situation is disrespectful. Yet, the teacher may expect the opposite behavior.

These are just a few points of cultural interference, and though they may seem very insignificant, they may have serious repercussions.

At this point it is worth remembering that language is a reflection of one's culture. If this be so, the Chicano child brings with him a very distinct and important culture just as do all children.

In today's education we find such axioms as all children must develop a positive self-image and a child must have a feeling of pride and worth in what he is and what he can become. As educators we are also told to take a child where he's at and build from there. Few of us would disagree with the above concepts yet at times we violate these very things by not accepting a child's cultural and linguistical assets.

I sincerely hope that as language teachers we dedicate ourselves to informing the public as to the importance of bilingual and bicultural education, and of the importance of understanding all children regardless of their backgrounds.

****

SMALL GROUP DISCUSSION ON A PRACTICAL RATIONALE FOR INDIVIDUALIZED FL INSTRUCTION
Chairman: Keith Crosbie,
Washington State Supervisor of FL Programs

As an introduction to the discussion of this topic, the group leader presented brief summaries of the rationale statements of various professional persons whose remarks seemed particularly appropriate. These included Lorraine Strasheim's article in the Britannica Review, in which she emphasized the changing social scene and the consequent changes in student attitudes and expectations as reasons for making foreign language instruction more personal and individual. Also discussed was the keynote address delivered at the Oregon FL conference by John Bockman from Arizona. He sees individualized instruction as facilitating the operation of the learning process itself, and helping the student to attain "mastery", which must be the goal of education.

The group then brainstormed the question: "What reasons can we give for attempting to individualize FL instruction?" Some of the points mentioned were as follows: 1) Benefits the non-college bound student; 2) Responds to societal changes; 3) Responds to the great range of capabilities among students; 4) Makes use of wider variety in materials; 5) Pinpoints students' problems; 6) Clarifies objectives of both student and teacher; 7) Confirms student's conviction that he is in the right place; 8) May accomodate varying class loads; 9) May accomodate more levels of instruction; 10) Offers a "better chance" for the exceptional student; 11) May facilitate a greater variety of languages.

The discussion that followed again emphasized the best rationale as being "what's best for the student".

****

"Foreign Language Study and American Business" will be the topic discussed by Mr. Clarence Hulford, Senior Vice-President of the International Division, The National Bank of Commerce of Seattle. He will speak at the Annual State W.A.F.L.T. Conference in Spokane on March 17-18, 1972. PLAN TO BE THERE. Invite principals and other administrators to accompany you! Details, page 28.

SMALL GROUP DISCUSSION ON STUDENT ACTIVITIES
Chairman: Manuel Diaz

The discussion centered around three main areas. (1) The audio and visual materials that a teacher needs for individualizing instruction. The importance of creativity on the part of the teacher and the practicality of the materials were discussed. Teachers who aren't artistically talented can rely on a materials center or on the school's art department or an art student to produce wanted materials. (2) Concern was expressed by many of those present regarding the teacher's ability to conduct a class where a variety of student activities are going on at the same time. There was also discussion regarding the difficulty in evaluating the students in this type of program. Also, can the teacher obtain enough materials for the students? (3) How about the student who does achieve, say a year and a quarter or a year and one half in one year? Can he get credit for his efforts on his transcript? The discussion centered for a short time on the administration's attitude on extra credit and on advanced placement. Very few schools seem willing to grant extra credit or advanced placement to students at the high school level according to those teachers present at the discussion.

Summation:

Individualized instruction is not something that can come about in a week, a month or even a year. It takes preparation on the part of the teacher and the department, as well as on the part of the administration. Students will have to be conditioned in attitude. An effort has to be made at the elementary, the junior high and at the high school levels. Teachers' attitudes have to be conditioned also. Without a positive attitude on the part of the teacher, an individualized program is destined to failure.

****

REPORTS FROM THE GERMAN SECTION
Speakers: Prof. Gerhard Kallienke, C.W.S.C.
Prof. Christian Schneider, C.W.S.C.

Prof. Gerhard S. Kallienke addressed the German instructors of the conference by raising the question as to <u>What Do We Tell Our Students When They Ask Us About East Germany</u>?

Prof. Kallienke travelled in East Germany during the summer of 1970 when visiting his brother who lives in Dresden.

He pointed out that quite a few of our American students today rave about an unmaterialistic, hippy-type life style as an alternative. The communal farm, with strong relationships to Communist farming collectives, is often cited by these students as an example to be imitated.

Prof. Kallienke said that the only information the American teacher has about conditions in East Germany is an occasional referral by Time Magazine to the East German pride in "having made it without the Marshall Plan". After citing impressive examples of how daily necessities such as basic foods, rents and day care centers are actually less expensive to the average person than in this country, he mentioned the brilliant job the authorities are doing with the education of youth. His seven year old nephew, as an example, comes home from school telling his parents what he learned that day: a song of praise to those selfless Russians stationed in East Germany to protect the workers from those dehumanized, revengist West German militarists and their U.S. mentors. In this type of education Goethe's Wir haben es genossen becomes Wir haben es, Genossen!

As far as the older citizens are concerned, Prof. Kallienke summed up their wishes in one word: contacts with the West, be it newspapers, T.V. or books. One farmer asked for a postcard with a Kennedy stamp on it.

Prof. Kallienke concluded his comments with the remarks that one can become quite cynical watching how billions of dollars are spent trying to convert people to democracy even if they do not care about it, and when one is condemned to resignation at the same time watching a civilized people like the East Germans locked up in a cage.

****

FOREIGN LANGUAGE TEACHING AND TEACHER SHORTAGE IN GERMANY

Christian Schneider

It cannot be stressed enough that the teaching of foreign languages has an incomparable higher Bildungswert (educational value) in Germany than here in the United States. Its chief emphasis is still in the Gymnasien, the most important preparatory schools for college and university. Every student at the Gymnasium learns foreign languages for a period of nine years; he begins with the first foreign language in the fifth school year. Out of a total of 1,038,000 pupils at the Gymnasium in 1966, up to 97.5% studied English, 67.2% Latin, 64.4% French, and 12.7% Greek. Also in the Hauptschule (formerly the upper stage of the Volksschule) a remarkable development has taken place. In 1961 only 13.1% of the pupils at these schools were taking English; by 1963 the figure had risen to 16.2% and by 1966 to 32.2%. 748,000 students out of a total of 2,070,900 were then taking English. A small proportion, ca. 1.2% of the total was studying French. In 1969, the decision was taken by the ministers of education that all children in the Federal Republic of Germany are to begin learning at least one foreign language upon reaching the age of ten. For research on FLES teaching in German primary schools, e.g. the Volkswagen Foundation has donated the sum of 185,000 marks to the Teachers' Training College in Brunswick.

Contrary also to the situation in the United States, primarily in the State of Washington, there is a significant shortage of teachers in German Volksschulen (elementary schools) and high schools. In West German Gymnasien for instance, the need for 90,000 teachers is actually met by only about 50,000. To help alleviate the teacher shortage, several German states have decided to hire teachers from abroad. Forty-six American guest teachers have been employed by the city-state of Hamburg this Fall. At present, there is still a demand for teachers of mathematics and in the sciences in high schools of all German Laender, whereas the majority of vacant positions for teachers of other disciplines and especially of English have largely been filled. Most of the open positions are at high schools in smaller cities; only a few positions are available in large cities and university towns.

The general requirements for teaching positions at German high schools are: 1) a very good command of German, since instruction has to be given in the German language (only the Cultural Ministries in the Laender Hamburg and Rhineland-Palatinate are less strict and also employ teachers with little or no knowledge of the German language); 2) an M.A. or M.S. degree (half of the 46 American teachers employed in the high schools of Hamburg even have their Ph.D.'s), plus five years of teaching experience.

Foreign teachers working at German high schools usually give 20-25 hours of lessons per week. They assume the same responsibilities as their German colleagues. In Germany, the school year begins in August or early September and ends in July. Summer vacations generally last six weeks. There are also at least one week Christmas and Easter vacations each, a Pfingstpause (Whitsuntide recess), in several states two weeks of also fully paid Fall vacations, quite apart from the many holidays especially in Catholic regions. Instruction in most German schools is still given on Saturdays, however in 500 schools in Hamburg the five day week has been introduced.

The foreign teachers are paid according to the Bundesangestelltentarif (Federal Employee Salary Scheme). The exact amounts of salaries cannot be given as these depend on educational background, teaching experience, age, family status, number of children, size of the German location in which the teacher is employed, and type of school (Gymnasium or Realschule). The American teachers in Hamburg were offered $530-700 monthly salaries, which--even compared to the U.S. yearly average of $9,300--are not modest at all, especially if one considers the purchasing power of the dollar being approximately DM 1.50-2.00, and the fact that the American teachers were given travel allowances, tax-exemption for the first two school years. All foreign teachers could count with up to 100% coverage of medical expenses (dentist expenditures included), if needed, and where applicable Verheiratetenzuschlag (additional money for married couples) and Kinderzuschlag (additional money for each child--some strange irony in such an overpopulated country as Germany where they should raise taxes for each child). All in all, therefore, the financial situation of an American teacher in Germany is relatively the same as in this country.

For American graduate students--provided they are unmarried and under the age of thirty--there is a special opportunity to work at least one year as a Lehrassistent (teaching assistant) in a German high school. Twelve to fifteen hours of instruction per week are paid with a monthly salary of (tax-free) DM 550.

The addresses of German Kultusministerien (State Departments of Education) and other helpful West German institutions which can be contacted by persons seriously interested in a teaching position in Germany are listed in THE FORUM, Vol. IV, No. 1, Oct. 1971, pp. 34f.

****

SMALL GROUP DISCUSSION ON TEACHER ACTIVITIES

Chairman: John Maruca, Richland Public Schools

In general this group discussed ways and means of convincing teachers, parents, and school administrators that individualized or "personalized" instruction is both valid and necessary. The discussion stressed that foreign language programs must be reviewed with an eye on first verbalizing, then implementing ideas which can help the profession meet its objectives. Thought should be devoted to revitalizing the curriculum on all levels. All participants stressed that the state's professional organization (W.A.F.L.T.) had done much to enhance the exchange of ideas, but that a more concerted effort to gain more members should be made: as more and more foreign language programs are individualized, the need for teachers to know what colleagues in other parts of the state are doing becomes imperative. Generally, non-W.A.F.L.T. teachers will not know, since the FORUM is mailed only to members of the organization.

****

CLOSING PANEL DISCUSSION

The closing panel discussion at the Ellensburg conference was directed by Dr. Howard Altman of the University of Washington. Participating were the chairmen of the group discussions held earlier in the day. In essence, this discussion was a recapitulation of points made at these earlier meetings; namely: individualized instruction is a philosophy of education, not a "method" of instruction guaranteed to produce dramatic results overnight; students and teachers alike will be motivated if they feel personal interests and desires satisfied; materials must, then, in an individualized program, be related to the students' interests. Constantly stressed was the idea that motivation is not "keeping the students happy." Firmness in the administration of individualized programs is just as essential as in other approaches to teaching and learning. Finally, the group decided that the cost of individualization is essentially an expenditure of the teacher's ability to plan.

****

LONGVIEW

THE MASS-PRODUCED INDIVIDUAL
Speaker: Dr. Paul McRill, Seattle Public Schools

One of the people that I remember most fondly is Mae Kessing. She is retired now, I believe, in Hammond, Indiana. I first knew her in Centralia, Illinois. She was my Spanish teacher, and I liked her very much. So did all of my classmates who started the course when I did and stayed on for the whole two years.

That was 1939 to 1941. More than thirty years ago. At that time, they hadn't yet invented language labs, audio lingual methods, pattern drills, tape recorders, computer-assisted instruction, programed instruction, individualized instruction, generative grammar, learning packets; why, they hadn't even invented relevance.

Poor old Mae Kessing. There she was, stuck in a thirty-by-thirty classroom, with twenty-five chairs (all full) arranged in five rows of five. During the first year we went through Book I of Friedman, Arjona and Carvajal. The second year we did Book II.

Poor Miss Kessing. She seemed not even to realize that we were group-paced, book-dominated and subject-matter oriented. And none of us students ever caught on that anything was wrong. She seemed to love us, even when we were mischievous, which was a high percentage of the time. For my own part, I probably wouldn't have believed it even if someone had informed me that I was part of a lock-step arrangement.

Miss Kessing always let me do things that other people didn't have to do. She lent me things to read, and she lent other books to other students. We didn't have to do book reports on them. She just knew that some of us wanted more than some others.

One of the first things that we did in Spanish was get a new name, and she quickly learned them all. Privately we added rhyming nouns to our Spanish names. I was Pablo el Diablo. We kept this private because some of the nouns we added were a bit racy, but Miss Kessing soon found out about such names as Ricardo el Bastardo. She arched a ladylike eyebrow, but smiled indulgently and said "muy pícaros." She had given each of us a small dictionary which contained both good words and bad words--well, modestly bad. We always carried them around with us at school, and insisted on speaking to each other in Spanish. The Spanish was often wrong, and sometimes this was intentional. We enjoyed international puns such as "Lechuga ir"--lettuce go.

About eighty percent of classwork was oral--some of it from book excercises, some of it free or controlled conversation. Miss Kessing always knew who should get the hard questions, or who had missed school and shouldn't be embarrassed publicly for not knowing a new phrase. We didn't all learn equal amounts of Spanish equally well, but we all learned, and we all liked Spanish.

Miss Kessing sponsored a Spanish club, and most of us belonged, I started writing poetry in Spanish long before I knew enough Spanish to do it very well. These efforts were submitted to the club, and other members did other things. Sometimes we just had a wiener roast or a party at Miss Kessing's apartment--not much Spanish, but a good deal of fun.

Fridays in class were always fun, too. We did nothing but sing Spanish songs. The French teacher tried the same thing, but said that her kids were embarrassed and didn't like it. She was a rather stiff sort of lady who probably was embarrassed, too. We in Spanish thought of Fridays as a time for good-humored goofing off. I realized later that I had learned a lot of vocabulary and idioms on Fridays. Even today, I remember the words to sixty-five or seventy songs that we learned.

During my second year, by which time a number of us had become rather good speakers of Spanish, Miss Kessing rounded up a genuine Mexican for us to talk to--or, rather, two Mexicans, but only one of them was official. He was supplied through the courtesy of Roosevelt's Good Neighbor Policy, and he brought along his younger brother who didn't speak English. They stayed around for a long time, playing and singing for us and with us, coming to our classes, coming to our parties. I liked Spanish better than ever. All of us thought that Mexico must be a good place, and we were proud to have two friends who lived there.

Poor Mae Kessing. Think what she might have done if she had known about individualization.

I have a daughter who got individualized in high-school Spanish. She was able to get two years of credit in only a year, whereas it took me two full years. It's just as well that she was at it for only a year, for she didn't like it very much, in spite of all the advantages she enjoyed.

She was allowed to work at her own pace through a series of carefully-designed units. And the teacher never bothered her at all, except when it was time to take the test for a unit. No distractions from other students, either. Everybody did his own work at his own pace, and in relative privacy. If you needed oral work, there were very good pattern drills on tape, and nobody was ever exposed to incorrect usage.

My daughter and the other Spanish students were all enjoying the benefits of individualized instruction. Each of them individually did the same series of units, in the same order, took the same tests, heard the same tapes. Presumably, each of them individually had the same set of goals, which they reached at different times. I suppose that the hundreds of tests that were scored by the teacher yielded numerical scores that were individually different. In defense of Miss Kessing, I must hasten to say that, even in those days, our tests came back with different numbers written on them.

Well, this kind of exercise is a lot of fun, and I could make a whole speech out of it, but I won't. I have been throwing loaded dice for the past several minutes, and it's easy to win that way. But, please bear in mind that some of you have been helping me to get away with it by supplying your own interpretations, whether in agreement or disagreement.

I didn't say that everything was better in the good old days. I didn't say that all modern inventions are the work of the devil. I didn't say that our present notions of individualized instruction are ludicrous. Nor that we are in the business of swindling our students. Nor that we ought to rush pellmell back to 1939. I didn't say those things because I don't believe any of them.

What I really said was that I had a very good Spanish course, and that my daughter had a rather bad one. I came close to saying a few other things, things that I do believe. I was intentionally poking fun at our pretentiousness in assuming that we have only lately invented individualized instruction, and that the past has no lessons for us.

I picked my two examples to demonstrate what is patently a fact, that individualized instruction may be present or absent in a schoolroom, whatever the superficial appearance of the room may be. You can't tell by looking in through the door. You have to stop and listen.

I also meant to imply that the only acceptable criteria for judging whether instruction is properly individualized are to be found in the minds and hearts of the students who are being instructed. My daughter was told that her Spanish program was individualized. Miss Kessing never claimed anything of the sort about mine. But I know that my instruction was individualized, and Chery knows that hers was not.

Again, don't leap to conclusions that I'm not suggesting. I swear to you that there is nothing in the 1939 classroom that automatically leads to individualized instruction, and there is much that discourages it. In the most sophisticated of modern arrangements, there is nothing that prevents individualization, and there is much that facilitates.it. Given a choice between primitive and modern tools, only a fool would take the primitive.

No, the conclusion that I want you to leap to is this. The beginning and the ending points of individualized instruction are to be found in the persons who are instructed. If, at the ending point, a student doesn't know that something good has happened to him, then it makes no difference what label you give him for it.

It upsets me that we seem to be giving more attention to the mechanical side of our planning than to re-thinking the human puzzles. Admittedly, it is much easier to do something about the mechanical side of instruction. Admittedly, we shouldn't neglect that. The upsetting thing is the possibility that we may be content to do only the superficial mechanical

improvements. Some psychologists have reported that certain films that were supposed to arouse people to action against poverty, hunger, etc., actually have a negative effect. The viewers experience great emotional involvement with the film, and go away feeling that they have already done something.

When we have a really tough problem facing us, as we always do, the temptation is very great to put a great deal of energy into solving some easier problem. But the salve for our conscience is only one of the motives for seeking novel mechanical solutions. Deep inside, most of us (maybe all) like to believe in the dazzlingly simple ultimate solution. We want the prince on a white horse, the magic elixir, the sweepstakes ticket that wins. We can't be happy with a new tool that merely helps do some small thing better. For a while at least, we must imagine that total salvation is at hand. Then, when it turns out (as it always does) that our sword hasn't cut the Gordian Knot, but only loosened a few strands, we feel a wave of revulsion for our erstwhile shining hope, and won't even see the small good that is in it. Remember the language lab?

Honest-to-goodness, it was only ten or twelve years ago that salesmen from major corporations were solemnly proclaiming that the language lab was the answer to the language teacher's prayers, instant individualization of instruction. Every student has his own faithful and native-speaking tutor. Thirty students simultaneously do their own thing, while the live teacher is relieved of all anxieties--pushing switches and taking a long lunch. And, honest-to-goodness, lots of teachers and principals and superintendents expected it to come true.

Lately, the language lab has few friends. In many schools, their tubes and transistors have grown dark and cool. Teachers hurry past the doorway with reproachful looks. Or they send carpenters to rip out the furnishings and put in a Learning Resource Center. Too bad. The language lab really is good for several things. Why must it be good for everything?

Very well, then. We will make our mechanical and administrative apparatus as useful as possible. We won't expect it to do more than it can. And we will keep in mind that it is designed to serve human needs, not as an end in itself.

But how does all this wisdom help anybody who has a sincere desire to increase or improve the individualization of instruction, but who does not know where to begin? Perhaps I can't help at all in a practical way, but maybe I can.

The most central and essential part of the process is the part that most defies anyone's helpfulness. If a teacher does not feel a keen interest in the people who are students, if he is not quickly sensitive to their feelings and necessities, if he does not easily accord them the human dignity that belongs to them--then it may be impossible to achieve the sort of individualization that is worth the trouble. For all I know,

there may be many teachers who feel the right feelings toward students, but who don't know how to act out their feelings. If that is so, then some program of sensitivity training and some program of self renewal may be a good start.

In any case, we must pre-suppose the human readiness before we start offering suggestions about engineering new school programs. I'm now going to start offering some, but I will keep to suggestions that leave things open, rather than highly structured. Nobody will detail a structure that will be right for your school. The attempt to do that is just one more round of the magic elixir syndrome. Mass-produced individualization never was and never will be.

The second thing, then, after getting your human machinery in good shape, is to compose a definition of individualized instruction that expresses its essentials as you are prepared to honor and live with them.

The third thing is to take stock of where you already are, what you already have. Separate the assets from the liabilities, being as objective as possible, and paying no attention at all to what is fashionable.

Fourth, make a realistic assessment of pitfalls that must be avoided.

Fifth, make an inventory of predictable features that would be inherent in the students and the subject matter, things that would set boundaries for both the needs and the opportunities for individualizing foreign-language instruction.

I think that by the time any of you have gone that far, some of the mechanical features of your own program will be leaping off the pages at you, and the rest will come rather easily. Obviously, I can't do a complete version of this process here, but I would like to offer enough examples to show you what I would include in those preliminary steps.

Again assume that step number one has been taken, and that Human resources have been explored and found adequate, or that steps are being taken to make them so.

Step two, then. The definition. This is terribly important, and so should be very short. A definition that I could live with would go something like this: From the personal viewpoint of the learner, his instruction is individualized to the extent that it allows him to keep and express his unique identity. His own motives and ambitions are recognized and helped toward fulfilment. His special needs and problems are taken into consideration. The teacher may not share all of his values nor solve all of his problems, but the teacher and the school <u>care</u> about him and <u>try</u> to help.

That is almost enough of a definition. I would add another, even shorter, definition, just to establish perspective. Like this: The organization of instruction is individualized to the extent that it promotes, or at least avoids preventing, such personal harmonies between the student and the school.

Write your own definition, but don't play games with it. It is for the purpose of helping you make decisions all the rest of the way. If it is too vague or all-embracing it won't help much.

Back to step three again. Taking stock. In a district as big as my own, many separate evaluations would have to be made, for things are very different from school to school and from room to room. In each case, I would want some indication of the level of satisfaction or enthusiasm felt by foreign-language students under present conditions. What kinds of things are characteristic of the most satisfying programs? What can we regularly count on having as available space and tools? How much of an effort is already being made to individualize instruction, using the old methods that my Spanish teacher used, or some newer means, or both?

I would find in a few foreign-language departments in Seattle schools that major reorganizations of teaching strategies have been effected, for the purpose of improving the individualization of instruction. Quite wisely, the department head at Chief Sealth HS takes stock all over again every year. They are a good FL faculty, and they are merciless to their own pet ideas that don't prove out in practice. Sometimes they re-adopt old practices when new ones don't work as well.

I would find in most FL classrooms in Seattle--or elsewhere--that fairly conventional arrangements prevail, and that there is a considerable quantity of materials, equipment and facilities available that can serve to help individualize instruction.

When I can fully document what we have and what we do with it and how it works, then I am in a position to say what we should keep, what we should throw away, and what else we need to start toward where we want to go.

That third step is mostly just a lot of hard work. It requires patience, perspiration and honesty, but not much in the way of creative genius of agonizing decisions. Unless, of course, you have failed to define what you are heading for.

The fourth step that I suggested--identifying pitfalls to be avoided--doesn't logically have to follow in this order. But it makes a nice break between the plodding labors of steps three and five. This step does require some imagination. To prepare against pitfalls, you have to remember all of those you fell into in the past; you must analyze the climate and terrain that educational change is moving through; you must keep an eye on your inventory of what is; you must constantly keep in mind the essential nature of what you are working for; you must know the weaknesses of everybody who is involved; and you must make shrewd guesses about forces and influences yet to come. Here are some sample pitfalls.

Superficiality. A model for individualizing instruction that requires only that all students be performing different tasks at a given time is superficial. One teacher told me that her principal gets nervous when he passes her room and sees her at the front, with all students facing her.

Though she has asked him to visit, he never does. He should. He would find that she is a good teacher.

Dehumanization. Human contact is absolutely essential in language learning. Most of the time, even a group contact with a person who cares is better than individual contact with a machine that doesn't (or a person who does not, for that matter). To be fair, contact with a neutral machine is usually better than contact with a destructive person. Sometimes a program that seeks to be individualized turns out to be merely lonely and impersonal. This may be because there is so much administrative detail that the teacher is kept away from students by paperwork.

Over-managing. Even at the student's chosen rate of progress, the achievement of narrowly-conceived tasks set by someone else is not satisfying. Work that seems dull and pointless brings failure to the student. It always did in the past, and it always will, whether students are in group or individual instruction. Dullness and triviality should not be planned into a new program. If inherently tiresome drill units must be used, they should not be the only thing offered by the program. Planners must not assume in advance that they can produce everything ready-made that will ever be needed by students.

Some of the pitfalls you foresee might be much more specific to your situation. Those four happen to be ones that many people are busy falling into every day in trying to implement programs that are individualized.

The fifth step that I suggested is another lengthy and laborious one. The purpose of it is to give some shape and dimensions to your organizational plans. It requires a listing of all the characteristics that you can safely predict for a large number of children who are growing up and learning languages, and also a catalog of all the features of language and language acquisition--all of these things, that is, that have a direct bearing in revealing <u>needs</u> for individualization and in providing <u>opportunities</u> for individualization. Here are brief samples.

I would divide my catalog into four components--inherent differences among people, developmental changes in people, varieties of FL learning, and our way of dividing education into courses and schedules.

The first section, dealing with inherent differences, need not be very long, for it would be useless to try to list all possible differences, but this factor has very important meanings for program design. It is quite uncontrollable and rather unpredictable. More than any other consideration, it demands of our instructional operation enough flexibility to cope with the unexpected. It means that we must have an open model, not just a very diverse set of possibilities. If we make set plans for a hundred contingencies, someone will always turn up with differences we didn't plan for. Human difference requires openness of teaching plan.

The second section of my catalog deals with developmental change. This is so consistent (statistically, at least) that it is fairly easy to accumulate a catalog of highly probable events. This relative consistency provides another dimension of program design. From K through 12, there will be a constantly accelerating demand for individualized instruction. Our catalog of developmental change will show a complex of reasons in support of this. For one thing, early-childhood language learning is largely governed by biologic and social universals, which are gradually replaced by intellectual and learned motivations. For another, students simply have more available options as they learn more language. In general, experience of all sorts keeps accumulating and growing more complex, and more differentiated.

The third section is a detailed listing of ways in which the subject matter and learners can interact. Here we are cataloging opportunities and limitations, rather than requirements. Language learning, as we all know, is really many different kinds of learning. Here are a few rough samples of what this listing would show:

> Learning to hear language is an experience available from the earliest grade levels to the last. Different kinds and quantities of listening can be used as needed, using different sources (records, tapes, people, films), different content (drill, conversation, songs, poems, games), different speech (men, women, children, regional dialect, artistic, colloquial), and so on.
>
> Speaking can also be a part of language learning at all stages. At the beginning, it isn't so easily diversified as listening, due to the need for structured skill development and person-to-person feedback. At appropriate stages, speaking experience can be individualized through contact with native speakers, discussion groups, community service, drama, foreign study and travel, and specialized applications selected by students.
>
> Reading normally comes, if at all, after some experience in hearing and speaking. Wherever it comes, it is the easiest of all the skills to individualize. If a person is ready to read at all, there is something suitable to be read, be it a constructed exercise, a comic book, a newspaper, a letter, a poem, a novel, or something else. Reading should have the possibility of being more than a solitary exercise, which means that program design must go beyond the question of materials.

And so on with writing, and the endless possibilities in cultural learnings of all kinds.

The fourth part of our catalog may be a little dull, but it has potential. This takes into account our way of dividing things up into courses and schedules. So far, we haven't shown much inventiveness in these matters. In virtually all "innovations," a course still consists of a measured quantity of content, a measured quantity of time, and/or a measured quantity

of credit. Almost all schedules provide for a rigidly rhythmic recurrence of measured time slots into which courses are fitted.

Some elbow room for individualized instruction could be provided by rethinking our definitions of courses and schedules in such a way that at least some courses would be de-quantified, and in such a way that schedules would permit things, rather than require them.

By the time anybody has done a thorough job on that much homework, he can start planning a new organization of instruction with a clear conscience. But he mustn't expect to do a perfect job. The only approach to perfection that a plan may aspire to is that it might have a good enough form to be functional, and enough openness to allow adaptation to future necessities.

Individualizing refers to individual students. Students are people. Organizational forms are expendable. People are not.

I hope to see brilliant new outcroppings of organizational patterns aimed at individualized instruction, and imaginative use of computers and other tools. And I hope that every teacher who manages these systems will be just like my high-school Spanish teacher, Miss Kessing.

****

PRACTICAL IMPLEMENTATION OF INDIVIDUALIZATION

Speaker: Miss Patricia Campbell
Lake Washington Public Schools

(Eds.' note: Due to illness, Miss Campbell was unable to attend the conference. Her remarks were recorded and played for the conference by Mrs. Linda Dills, also of Lake Washington, who then conducted a question and answer period. The following summary was provided by Mrs. Dills.)

Miss Campbell touched upon several points of interest regarding individualization of instruction. In reference to the planning stages she noted some important steps:

1)Objectives and goals must be clearly and carefully set in behavioral terms: not only what we as teachers expect to do, but what we expect our students to accomplish; 2) Study guides should be made so students are aware of what is expected of them; 3) Oral and written assignments and tests should be provided complete with keys available; 4) Provide not only a variety of assignments per unit, but different ways of accomplishing the assignments--allow flexibility; 5) Give a sound foundation in phonetics; 6) Provide "whole class" activities every so often to maintain interest and unity in the classroom; 7) Continually evaluate the program to see that it is meeting your objectives and those of your students.

Through the experience of teachers involved in this new trend in education, it was advised that newcomers should not try to change over completely at one time, but rather to work into it gradually. Miss Campbell stressed the importance of articulation between teachers, not only for the transition by students from teacher to teacher, but also so that teachers can share the work and ideas involved in the planning and execution of their programs. She also stressed the importance of providing for written or oral feedback from students regarding the program, followed by 1) analysis of what they say and 2) reaction to what they say. The subject of credits and grades was also discussed as well as the new role of the teacher.

Emphasis in her program is on small group participation. She meets each day for 10-15 minutes each with groups and/or individuals. Students are learning more and with a greater depth of understanding because the pressure is off of them to keep up with everyone else. They take tests when they are prepared. Once the learning rate of a student is established, both he and his teacher agree to dates when his assignments are due. Admustments in time schedules are made when necessary.

****

THE TEACHER-SUPERVISOR IN EVERETT
Speaker: Mrs. Florence Howell
Everett Public Schools

In the Everett School District, the subject area supervisors at secondary level are called "teacher-supervisors", meaning that we teach two periods per day and function as administrators for the remainder of our time. In addition, last spring the decision was made to discontinue the positions of Department Chairman in the high schools, turning over those duties to the supervisors also. This makes for a very long day.

However, there are some advantages which accrue from this seemingly impossible job in terms of closer relationship with both students and teachers. Therefore, when some of my staff began to experiment two years ago with individualized instruction, I did the same thing in my two classes, going through all the frustrations, doubts, extra work and, yes, sometimes moments of exhilaration that they were experiencing.

To be absolutely frank, I am ambivalent about some of the procedures and results that have evolved from these experiments, a feeling shared by other teachers and discussed frequently among them and the students both in and out of this particular program.

Individualization of instruction has had many different interpretations from many people more knowledgeable than I am about it. Perhaps, if we look at some of these, we might better be able to examine some of the ways in which we can implement it, especially in foreign language programs.

Undoubtedly, self-pacing is part of the total picture, for all of us know that students do not learn at the same rate of speed. In the past, we have tried to make up for this by giving the bright child extra assignments or reports, or by having the low achiever repeat the same material over and over. If we can allow differing amounts of time for completion of tasks, this should encourage students at both ends of the spectrum.

Nevertheless, this is not the total definition of individualization; there are other factors involved. What about the materials used? Do they do the optimum job for all students? Is this a consideration of individualizing? We know that each child learns at a different rate, but each child also learns in a different style. Materials which include multiple-sensory approaches, then, should be considered, as well as additional and supplementary materials.

Should the student have any involvement in his learning activities? It seems to me that this is one of the important considerations, that this involvement helps supply what we used to call, a long time ago, motivation. This is one of the crucial differences between just having each student see how fast he can complete a check-list and leading him to determine his reason for taking a foreign language, what he will need to do himself to achieve his goals, and, eventually, what kind of program he wants. I say eventually because there is a certain reservoir of basic skills he must have before he can diversify his activities extensively.

In the same vein, independent study can lead to variety in foreign language offerings, but it must be preceded by many guided and controlled behavioral goals to help the student attain sufficient proficiency in the language first. On the other hand, if you mean by "independent study" that a student works by himself, with whatever media, then I think this is defeating the entire purpose of studying a foreign language--communication. We cannot substitute just the memorizing of pattern drills, dialogues, or grammar rules for the real role of reacting to other people in different situations.

This leads to the necessity for the student, however he learns the basic skills, to make them a part of his own behavior pattern, to internalize them so that they mean something to him. In turn, through this internalization process, he must be able to understand how those sounds another person makes are a part of that person and mean something to him.

Personalization is closely involved in the whole problem of individualized instruction and, in our field, communication. It seems incomprehensible that by learning patterned material, a student can use this material, manipulate it and react to the many possible permutations of it while working on his own. Dr. Madeline Hunter, in the March 1970 issue of Instructor, states that "it is important to note that the word 'individualized' modified 'instruction', implying that the teacher's role is still a vital one." I believe that one facet of this role is to help the student achieve ways of using learned material for his own personal expression by additions, substitutions and manipulation of structure, and also to lead him to understand the use of language to express cultural differences.

Is individualization just the use of programmed material, that is, learning packages or checklists? Again quoting Dr. Hunter, "Individualized instruction is no one way of conducting education, nor any one special program. It is the process of custom-tailoring instruction so it fits a particular learner." So, it seems to me, individualized instruction is a combination of all these things we are looking at and perhaps many more.

Now we come to the nitty-gritty: the questions for which I don't have the answers. How do we achieve all these things for ourselves and for our students? What do we do when faced with 30 students all at once--frantically juggle 30 different activities, turn everything over to them so each does "his own thing", plug them into electronic devices, or give them a book and say, "Read the rules and fill in the blanks"? What about credits? How about scheduling? Where do you find time really to deal with each student individually?

Let me throw out to you some ideas teachers are trying out in different situations. First, a reading reacher with 30 second-graders plus one advanced first-grader and a remedial third-grader. At first she worked with the children in two groups, until they had learned the basic skills. At this point, she made a list of learning tasks, then discussed with each child what his priorities would be in terms of these tasks. As each child began working, either alone or in small groups, she helped him arrange his work so that all the children would be doing a different task, thus reducing noise and confusion. These points were fundamental:

1) The children must understand the task and the behavioral objective of that task--what he would be able to do when he had finished.
2) The tasks are incremental--from the easiest to the most difficult.

The progression of tasks followed a sequence:

1) Understanding of phonetics. The Gaetano method was used in this case: the color-coding for specific phonemes.
2) Mastery of vocabulary containing color-coded phonemes already learned.
3) Reading a story to himself, then to the teacher, then to a group of children. This story, in turn, uses the vocabulary learned.
4) Listening to teacher-made tape with questions that the student answers on the tape, showing whether he has understood the story.
5) Worksheets developing writing of previously-learned reading materials.
6) Choice of special activity, such as reading something on tape to be played to the whole class; something to give the child a feeling of achievement.
7) Listening to a story on tape and writing it in his own words.
8) Writing an original story.

Although this is an elementary reading program, it has some implications for our teaching: the incremental steps, choice of activity by the student, variety of activity, group interaction as well as working alone, and gradual development of difficulty of the learning tasks, but always with help available from the teacher. As the child progresses, he learns to chart his own activities and keep track of his evaluation by the teacher, an evaluation not known to his peers.

The program described above uses several means to individualize: learning packages, setting of behavioral goals, use of tapes and worksheets, class, small-group and individual activities, finally analysis and synthesis which leads to internalization and personalization. It could logically, at the end of the continuum, develop into truly independent study. There are physical considerations that can facilitate student learning, also.

Ten years ago, we were catapulted into electronics and everyone acquired a language lab, or at least a tape recorder. The effectiveness of these "machines" is now being questioned. Let me show you one way we are breaking up the old-style 30-station language lab into a more diversified system to help with our individualized instruction. We removed 15 of the stations and placed them in three different rooms, equiping each student carrel with a cassette tape recorder and a very inexpensive, almost student-proof headset. Available to five students at once in each classroom are tapes of our regular materials, teacher-made tapes, many supplementary tapes, some programmed and some miscellaneous. This permits a student to work at any time of the class period, as his learning tasks and interests dictate.

Meanwhile, back at the lab, we now have a Learning Center. The remaining console has three sound-sources, so that three different programs can be broadcast at the same time to any of the remaining 15 carrels. In addition to open-reel tapes, there are three cassette players and tapes available. There are two inexpensive filmstrip viewers without sprockets (this eliminates the danger of stripping the sprocket holes), and many filmstrips. Some of these are commercially made and some made by teachers with a Repronar machine from their own slides.

On the many shelves around the room are foreign language magazines, books of all kinds including the Snoopy series, Life-Time Cookbooks, current books (fiction and non-fiction) in English about other countries, easy foreign language readers, joke books with matching tapes, crossword puzzles, games of varying degrees of difficulty in the languages taught and realia. Included in this attractive package are tables, chairs, a student assistant and a TEACHER.

How did we develop this Center, how do we staff it to provide individualized alternative experiences for students? Through a very slightly modified scheduling of our old Carnegie-unit day. The regular school day (8:30-3:05) is divided into eight parts instead of the traditional six, giving each teacher three additional periods besides his five class periods. Each period is 45 minutes in length except the first (Advisory Period) which is 55 minutes. One 45-minute period is for preparation, one for lunch and one for staffing the learning centers. The students are free to go to these centers during their unstructured time, or to the library or the student center. Our foreign language center has an average of twenty students in it each period--pursuing individual interests, doing extra work with tapes, getting assistance from the teacher in charge and perhaps just playing a game of Scrabble in foreign language with friends.

It is in this school particularly that teachers are experimenting with individualized learning. As you can see on the transparency, an attempt has been made to schedule back-to-back classes to permit large group activities or exchange of teachers and students. The other promising part of the scheduling is giving teachers in the same language time to work together during their preparation periods to develop learning strategies and tasks for their students. To do this alone requires a great deal of work--make no mistake about that aspect of individualization--and by combining forces and exchanging materials they are relieved of some of the paper work which can well become a duplication of effort.

Some of the other departments are able to set up a double class period, according to their particular needs, by having an alternate A and B day schedule for each student. This means that science students can have an hour and a half every A day or every B day if the teachers desire, or P.E. classes might meet every B day only. In foreign language we have chosen the shorter period length, meeting every day. However, we are thinking ahead to the implications for advanced classes next year.

These next transparencies are some of the checklists or learning packets that two Spanish teachers have devised. Keeping in mind all the things we have read and heard, you might see how concepts are translated into practical procedures. The two teachers who created these are already talking in terms of changing them the next time around. I might add that all this experimenting has been done using the materials we had already adopted; there really are no commercial packages available.

I confess to having reservations about certain aspects of individualized learning, from problems I encountered in my own experimentation and from problems my staff faced. One teacher sold the students a rosy picture of self-pacing--"you can do as much as you want to". This came to a traumatic head a week before quarter grades were due, since some of the students didn't really want to go that fast or do that much. Brought up short by the realization that her other classes were way ahead of most in the individualized class, she changed the rules and said their grades would go down one point if they hadn't finished Lesson 28--an impossibility for most, especially for those who were still on Lesson 21--the lesson with which the semester had started. What with weeping students, upset parents and besieged counselors, we settled for private conferences, with each student deciding how much he could reasonable accomplish in a week. The lesson is: decide this at the beginning in some kind of contract, spell out for the student what he will be expected to do in performance and how the grade, pass/no pass, or credit allowance will be handled, as well as the percentage of success required for each task.

Another teacher finds that most of the students are performing well in most areas, but have lost some of their listening and speaking skills. She is attempting to correct this now by using some small-group and some large-group activities that require students to communicate.

I found that some of my students did not know how to function in this kind of situation--it was really a learning process for them to understand the responsibilities imposed by individualized learning. One of my best students suddenly started doing mediocre work, because he decided it was a big game. It took several weeks for him to understand what it was all about, and much of the fault was mine.

The unreal situation of learning communicative skills in isolation I have already mentioned, but I want to emphasize this again. We are dealing with person-to-person activities in large part and we must build this into the total program. We are also dealing with cultural awareness which must be carefully taught and can, I believe, be best accomplished in face-to-face interaction rather than solely through reading.

Articulation, both vertical and horizontal, is another very real problem. With computer registration in our district, we no longer have continuing classes--a student might start in a traditional class and next semester find himself in the middle of individualized instruction without any preparation. The same is true as he moves through the continuum of the curriculum. Two elementary schools and one middle school, for instance, have a three-year grant from the Kettering Foundation to develop a program called I.G.E.--Individually Guided Education. As they hit the senior high schools, we will be coping with these students who have become used to this way of learning. In another pilot program at elementary level, Western Washington is working with Everett teachers and Western interns and student teachers to develop ways of individualizing. There will have to be some kind of articulation for these students eventually.

Evaluation must also be faced. We are trying to move in the direction of non-graded classes and actually have one in second-year Spanish which the students may elect. When we tried this before, the students weren't ready for it and wound up asking for that all-important grade.

In conclusion, I would hope that we do not move into depersonalized, checklist only type of program. There have been many good things done through the years in foreign language and it seems to me our approach to individualization should be one of careful consideration and planning, perhaps not throwing everything out that we've ever done, but recognizing that we need new ideas, need to give students choices and chances, need to build in more approaches to learning a language. I would hate to live in the kind of world that Skinner envisions, with everyone conditioned because men are incapable of controlling their behavior through free will. If you have read part of his book "Beyond Freedom and Dignity" I think you will feel like running back to school and immediately starting to individualize your students. Just one word of caution--start in a small way with one class, don't be afraid to admit failure, and make room for communication as well as drill.

****

See you at the Annual State W.A.F.L.T. Conference in Spokane, March 17-18!
DETAILS ON PAGE 28.

WEEKEND CAMPING--CHALLENGE TO THE CURRICULUM
Speaker: Mr. Phil Baudin, Highline Public Schools
Recorders: Mrs. Louise Collins
Mrs. Marie Brooks

With the assistance of several teachers who had participated in the planning of foreign language camps, Phil Baudin, Highline Foreign Language Coordinator, outlined some of the considerations for a successful camping experience over a weekend of intensive activities and real language involvement in the "cultural island". Tom Rohm (Tahoma School District); Sara Thomas, Evergreen High School; Pat Peterson, Glendale Junior High; and Mac Willems, Pacific Junior High (these latter all in Highline Public Schools) helped clarify many of the areas which require work and preparation if a camp is to be of value to students and staff alike.

Among the major points covered were the benefits accruing to students--increased motivation, a more positive "can-do" and self-image, a recognition of the progress to be made in a concentrated immersion in the language even with the initial frustrations, the staff development which occurs, and the realization by students that teachers are human, too!

Highline has been involved in the camping program using its own facilities near North Bend, Washington at Camp Waskowitz over the past three years. Each year there have been changes and growth, with average size now running 80 students in German and 110-115 students in French or Spanish. One of the desirable qualities is a staff-student ratio of 1-10. Pupils must promise to speak the language except at very limited and specified times, and are given orientation before departure with specific displays and skits prepared by class groups to be included in the program for the entire group upon arrival in camp.

A $10.00 fee is charged to the students, which takes care of board and room charges for six meals and two nights at camp and generates an additional dollar per student for miscellaneous expenses. Round-trip bus transportation has been provided by the Highline School District.

Phil strongly recommended that several teachers and school districts work together to set up this type of living-in experience, and that a very modest program can be created for an initial experience until teachers feel more at ease with this type of program.

Among the topics touched on by the resource persons were development of the schedule, provision for rainy-day or interest alternatives, care in scheduling both large and small groups, individual activities, furnishing of Student Handbooks to the participants including song sheets, helpful vocabulary, autobiographical information about the staff, menus, map of camp, all of these in the target language. Key attractions in the typical weekend include: displays, skits, college bowl, games (mixer), snacks, exchange of coin for deutschmark, francs, or pesetas (scrip), feature-length films, cultural offerings by native speakers, exchange students,

treasure hunt, chapel and group singing. Conversation groups are included, and further development is contemplated to make them more effective for students--with wider participation and consideration of topics genuinely interesting to them.

The effort is to include activities which are not usually in the foreign language classroom--clay modeling, macrame, making "ojos de dio" with yarn, collages, etc. The students want to work in the language but don't want more school on the weekend. If the cards are played right, by Friday evening an "ambiance" has been created which carries through the entire weekend.

Teachers attending were interested in the large French Camp Poster with candid snapshots which was displayed and which had been prepared by Mrs. Cathy Ramey and her students of Sylvester Junior High (Highline).

A summary of the kinds of questions addressed to the panelists will indicate the range of concerns revealed:

Q. Doesn't some English have to be used?
A. Yes, occasionally, if there are problems in understanding instructions. The last half hour before lights out, English is permitted in the dorms.

Q. Is there a disadvantage to having junior and senior high students mixed?
A. No disadvantage, although our range is only from 9th through 12th grades.

Q. Is there a problem with individual schools remaining in clusters?
A. Yes. There is a tendency to cluster. Junior and seniors seem to mix more easily with others. We are going to try to decrease somewhat the excessive school loyalty which sometimes develops. A little too much emphasis was given to earning prizes by <u>school</u>. This can be corrected.

Q. Are there conversational groups?
A. Yes. Level of proficiency will be determined more accurately during next spring's foreign language camps. Teachers will be given increased responsibility for conducting a worthwhile discussion session. Films or foreign students (insights into the home life abroad, for example) may serve as a lead-off for discussion.

Q. How is evaluation of the camp handled?
A. Students are asked to fill out a questionnaire, either just at the close of camp or within the next week in their own classrooms. Their rating of the different choices available helps us to determine which activities are most appealing. Furthermore, the staff for each camp debriefs within the next several weeks after camp and their ideas help to shape the next year's program.

Q. What kind of time blocks do you set up?
A. These may very from 15 minutes to 30 to 60 minutes. We try to get variety into the schedule, and some differentiation in the demand made upon students, along with a suitable mix of large group and small. If plenty of advance planning is done, the staff is not reluctant to make changes as required as the camp moves along.

Further information and limited amounts of sample materials can be obtained by writing to: Mr. Philip R. Baudin/ Foreign Language Coordinator/ Instructional Resources Center/ Highline School District/ 15701 Ambaum Blvd. S.W./ Seattle, Washington 98166.

****

LANGUAGE IS FOR EVERYONE

Speaker: Mrs. Janet Leth, Centralia Public Schools
(Summary of Mrs. Leth's address)

Learning in Introduction to Foreign Language at Centralia Junior High School is a multi-level experience. The course, which is taught to 7th grade students for one semester, is designed to create an interest and acquaintance with the history of language and the relationships of our own and other languages. The languages which we do cover are Latin, Spanish, German, and French.

The first thing we do in the class is to get to know everyone. This, I have found, breaks down some of the communication barriers that we might encounter later on. As I am also one of the counselors at the Jr. High, it gives me a distinct advantage in working individually with each student in the classes.

In Intro. the students work in small groups quite a bit of the time. These groups never consist of more than five people. In these groups, which are rotated with different student combinations, the students help one another learn. The groups do skits, pantomines, and conversations together in the various languages. They are encouraged to be original, to use props, and costumes. Many times they present the skits to other classes.

There are always resource materials available on culture, customs, etc. of each country on library carts in the room. These search and research materials can be used for final projects or extra credit reports.

The students are encouraged to bring objects from home which are from various lands to the class. These we discuss in one of the conversational languages which we are studying at the time. A table is in the room to display these items. This seems to be of great interest to the students and is a great moral booster to the student who has brought the item.

We invite speakers from the countries we are studying (those who speak the languages) to come to the class. We have had speakers from Columbia, Mexico, Venezuela, France, Italy, and Germany.

We also learn songs in Spanish, German, French, which the Intro. classes then sing to the various block classes studying the countries in which those languages are spoken.

As you see, the approach is to make language appealing. We do do some simple conversational language, we learn colors, times, numbers, etc. However, the emphasis is not on the hUge final test. Rather, the appeal is that language is approachable and that one does not have to be a "brain" or go to college to learn it. All in all, it is considered as a growth experience which interests students in continuing languages in the high school.

****

LANGUAGE IS FOR PEOPLE

Speaker: Mrs. Jeanne Hurley, Centralia Public Schools

The state of foreign language teaching begins to remind me of Dicken's Christmas Carol. The ghost of Christmas Past has the face of conventional methods, that of Christmas Present the audio-lingual, and that of Christmas Future is whatever vision we hold of individualized learning. To belabor the comparison, the Past used the subject as though the subject were ego-centered. The Present uses the subject almost as a business skill. And the Future aims at fulfilling the needs of the individual, helping him to become self-realized, to the benefit of the human community: a lovely ideal.

When I think of the varieties of language samples, games, materials, drills, and planned activities used in our subject presentations, as well as the variety of disciplines proposed for the ideal language teacher--history, anthropology, folklore, ecomomics, linguistics, philosophy, art, psychology, and literature, I feel we ought to be paid as well as that other galloping gourmet. Possibly our jokes are better, possibly worse--but then we are on the air a few hours more per day than he.

In the 10 years that I've been teaching as a professional, I've tried almost all suggestions. In each of these meetings, I've met people who've talked about what they do, and yearned to visit them and watch, especially when they talk about things that haven't worked for me. Too many of those in a row and I begin to feel a therapist would be a good addition to every school staff. Then I talk to other teachers and the "go-ahead" feeling is restored. Someone is always able to do better than I at a whole lot of things, but I find a particular combination is right for me, and it's a somewhat different combination each year.

Last year was the year of groups for me. During the first few weeks of school I tried a structural analysis presentation and found that those students who had come to me with the reputation of not understanding grammar were not showing any problems. On the other hand, those who'd done well in grammar previously ran into many problems. So I divided the class into two groups and explained to each separately. In each group there were some who eventually had problems, so they formed the third group, which needed a larger sample of examples to work through, in

minimally differentiated steps. Instead of pigeon-holing them as the "programmed" group I called them "kinesthetic learners". They seemed to need to get enough play aloud with the language so that the whole muscle set of the body knew the pattern. They didn't seem to hear words of explanation. After I'd been to each group and answered questions and they had worked out the worksheets and exercises I generalized and explanations using all three "languages". Then we did large group practice with the last set of exercises. By the fourth quarter they could handle the mixture that had developed.

In previous years I made a general presentation first then started the individual work sequences. By the fourth quarter of last year I had finally translated the whole into traditional grammar, instead of working with separate groups and keeping them separate so long. It's too early to say if it works as well.

When going around and working with individuals I used to try very hard to find other ways to say the same thing, since the whole group explanations didn't seem to penetrate for almost half the class. One day I simply ran out of other ways and repeated almost exactly what I'd said in the presentation. He understood, this time. A few more, and I suddenly realized that it wasn't what I'd said that they didn't understand, but simple that the distance between us interfered. Now I start with a worksheet and a 2 or 3 sentence set of instructions, then go around to each student as he is working, finding each student's set of disabilities and abilities. When we work through them together, the psychological and physical distance between us is close. Then we generalize and apply to new samples, and the physical distance is greater, but the student's psychological distance is not.

As a matter of fact, I've come to look at all activities as having these distance factors: psychological and physical: distance between the student and teacher, student and subject, student and other students, and student and self. Students say they want firsthand experience--if it doesn't hurt too much--because it's close. We yearn for smaller classes and one factor has to be that smaller classes enable closer distances, which help fuller use of varying attention and skill spans. We could find the distance factors relevant if we could translate some of the following words into more exact meaning: lecture, project, game, relevance, motivation, involvement, encounter, therapy, independent study, interdisciplinary courses, courage and faith.

You've all had the experience of losing yourself in a book, or a movie, or a play. Perhaps also while playing the piano, you forgot about errors and merged with the music and the instrument. Whatever your activity, sometime it must have happened that you felt near-zero psychological distance, and felt larger afterward.

It seems to me that we teachers are distance manipulators, the student's distance from the subject, from us and to some extent from the other students. When we use games, smiles, encouragement, or realia it is to shorten distance, to facilitate involvement or motivation. Very nearly any activity in the classroom (traditional or otherwise) has the distance factor.

The student's previous distance conditioning comes with him into your classroom. Perhaps it collides with yours. If he has already learned to come close to a subject or to a teacher, we call him "easy to teach". If not, we try to make opportunities for him to come closer to us and through us to the subject, eventually increasing our personal distance, and finally to accept the longer distance of a lecture or a large class. Or perhaps we give up, because we all know that no one person scores 100% contact. We need the activity variation that we use to give the several routes, but perhaps we need to pay attention to the particular matching of activity with the individual's need and previously learned styles and skills. As the student works, plays games, sings or cooks, we have the opportunity to watch and analyze for activities needed to build skills into the repertoire.

One of the ways I use to estimate needs, interests and willingness to close distances is the bonus point and project system. Since the classroom activities are "rewarded" with points, it was easy to add bonus points for special projects or activities. You may have seen the samples in the hall display case. First and third quarters any kind of idea may be worked up. Second and fourth quarters are ususlly confined to verbal projects. They may compose dialogs, for class presentation or to me if they are shy, or they may be written for presentation by another group. They may compose themes, essays, review movies, TV programs or plays. They may come in and simply read a narrative or anecdote to me, write poems, write lyrics to songs, come and talk to me before or after school. Very nearly anything that they do that is unassigned is for bonus points. If the classroom-earned points aren't enough for the grade they want, then they supplement with other work. Second year projects are kept by the department (or consumed by the class) for use on the bulletin boards, for other display or for use as props in playlets and dialogs.

In addition, each person in the second year is responsible for researching one famous person or one event, per semester. Students add names or events to the list as they come across them and are interested. They turn in a succinct summary on one 3 by 5 card, then I type up a small booklet of the information, and they have a matching test as their semester non-language final. Some of the other items I have a lot of affection for (in addition to those on display) are a replica of Charlemagne's chalice, a sculpture of Brahms made from newspaper and clay, the marionette and costume, concerts of folksongs and classics, and all the snacks--especially the ones that didn't quite come off.

The third year students usually have more complicated projects, which they keep. Two years ago, a student started a tapestry (on plastic screen door fabric) of Faust and Mephistopheles. Last year she brought it back to show how much was finished. This year she married, is a junior at the University in nursing, and is still working on the tapestry whenever she needs to relax. Some have made costumes, some have written papers (research, technical) on various aspects of German history or famous people or scientific essays (using German authors, too). Some have cooked dinners, others made models of famous racing cars, coats-of-arms or Fachwerk houses--anything they are interested in or think that they might be interested in.

In closing, I'd like to give you an example of a disability-analysis wherein the distance factor is not the major element. I have jigsaw puzzles (small and medium-sized) for the students who are interested and finished for the day. One day I was drifting by the group of girls at work on one and noticed that one of the girls kept picking up pieces, trying to fit them in and then laying them back with the comment that "this one didn't fit either". But that was where the piece did go. In class work she was always quick to volunteer, but if I called on her, she would hesitate and say that she didn't know after all. If I managed to get her to take a stab at it, the answer was usually correct or only minimally wrong. Then she would look at the people sitting next to her and shrug depreciatingly and say that she really didn't understand, or that it was a lucky guess. I checked with her other teachers who reported frequently becoming irritated at the same behavior, believing, as I had, that she didn't want to seem smarter than her friends. Watching her work the puzzle I realized that she followed a very quick perception with only one trial. If the piece didn't fit the way she was holding it, it didn't occur to her to turn it around. I picked up one of her rejected pieces and said: "I think you were right," and put it into place, then drifted on to another group. Each time I visited her group, she was repeating the same behavior. Finally, one of the girls began to watch her and pick up each piece she laid down and fit it in, with terrific regularity. Miss Lucky Guess said: "I guess lucky guesses don't work on puzzles." Then she looked puzzled, as though something she'd said didn't fit, either. The next day most of the class was gone for various activities, she finished the work for the day rapidly and went for the puzzle table. Again she was finding the right piece and the right place but couldn't make it fit, so I sat down and worked on the other end for awhile. Finally, I laid my hand over hers as she discarded another piece and said: "I think you're right. Try it again." She just stared and finally I turned the piece for her and she waw the fit. Then she went to the other extreme and began trying any piece, turning and turning trying to make them fit any which space. So I felt pretty rotten. I talked to our principal about it, that she had perception for the search and match, but couldn't follow up and trust her "hunch". He told me to tell the story to the tennis coach. In answer to my mystified look he said that she'd been showing similar or related behavior in her tennis matches. I talked to the tennis coach, who was just about to replace her on the team for not trying hard enough. If the girl was matched against a slow player she was regularly and badly beaten. But there had been some remarkable games when the luck of the draw had matched her against a fast

player, and she'd "played over her head". We decided that a fast player gave her no chance to reconsider an impulse to move. Perhaps if she can learn to play instinctive moves, add thinking control when she becomes more sure, it will transfer to other tasks.

****
****

PORT ORCHARD

AN ADMINISTRATOR'S VIEW OF INDIVIDUALIZATION
Speaker: Mr. Richard Post, Superintendent
Arlington Public Schools

Teachers are, or should be, facilitators of learning. School administrators should be at least facilitators of teaching. Their primary responsibility should be to encourage the kinds of programs which meet the goals of our society and needs of our students. A common complaint of many foreign language teachers is that administrative decisions are responsible for the failure of many foreign language programs. This morning I would like to explore some administrative considerations and suggest some administrative approaches which can lead to the development of a sound program. I hope that as foreign language teachers, you will not assume that I am necessarily agreeing that administrators are responsible for poor programs, since I do feel that some language teacher attitudes also constitute a barrier to program development; but good programs cannot exist without administrative commitment, support, and understanding.

In order to have administrative commitment, there must be acceptance of the value and need for the teaching of a second language, there must be administrative understanding of what constitutes an effective program, and there must be evaluation of the program to determine if it is achieving the desired educational outcomes.

My first administrative responsibilities, and therefore my first foreign language program responsibilities came in the Sputnik, James Conant, and National Defence Education Act era. Science, mathematics, and foreign language were perceived as essential to our national defence and concern was expressed over the small number of students taking these languages and the inadequacy of the programs in developing skills. The results of this renewed interest were new language programs with longer sequences and increased use of multi-sensory teaching aids. I believe my first commitment to the development of improved foreign language sequences was based on the gospel according to James Conant and a feeling that we should offer additional experiences to those students having above average ability. Foreign language teachers seemed to agree with this approach, especially having students of above average ability.

The major problems with this program were convincing students that learning a foreign language did something for our national defence and getting traditional teachers to adopt new methods. Increased travel opportunities and college entrance were reasons given to students and parents for learning the language. Both of these reasons have rationale weaknesses of which you are all aware. You can travel having only English and you are seldom in the country using your second language. Colleges do not generally require a second language and even if they do, this does not have meaning for our non-college bound youth. A better rationale was and is needed.

Shortly after this "education for national strength" era began, we began to hear rumblings that our education had more serious weaknesses than failure to produce mathematicians, scientists, and linguists. The Ugly American pointed out certain cultural biases which existed in American Society; concern for the more humanistic, child-centered education advocated by John Dewey became the subject of much discussion. In fact, Dewey was, and is again, considered highly respectable. We became concerned with the individual and with ideas such as preserving ethnic cultures, reducing "monocultural myopia" (Roger Pillet in School Review) became popular. Today the popular educational critics such as John Holt, William Glasser, Charles Silberman, Art Coombs, Niel Postman and John Weingartner are asking us to concern ourselves with:

1) Individualizing instruction. Equality of educational opportunity does not mean the same education for all students; 2) Relevance. We are asked to consider what the student thinks is important rather than what we think is important; 3) Greater student responsibility for their own education. This means not only allowing students to determine their own educational goals but also helping them become continuous, autonomous learners;4) Evaluation related to individual student goals and abilities rather than fixed standards.

All of these ideas have implications for foreign language programs and foreign language teachers should be familiar with what these critics are saying.

Silberman's Crisis in the Classroom is probably one of the more thought provoking of the recent books. He emphasizes the necessity of equality and cultural mobility as a result of education in this country. In this context I have been best able to find my personal rationale for developing sound foreign language programs. As the Washington State Foreign Language Guide points out so well, "Learning a modern or classical foreign language is the only educational experience that lifts the student out of his habitual association with native language symbols and meanings." Meanings is the important part of this statement to me. Again from the Guide, "Each culture has a unique set of values with which it symbolizes a unique set of language patterns." And finally, "Any American who for any reason is totally excluded from the use or understanding of English is excluded from taking part in our national existence. By the same line of reasoning, any American who understands and uses only English is excluded from taking part in that vast segment of human experience that occurs in the framework of other languages and cultures."

So much for the rationale. I now am convinced that:
1) We need a foreign language program;
2) It should be part of the general education of all students;
3) It needs to be learned well enough so that the student gains cultural insights; that is, so that the student thinks in the language.

I am not a language scholar nor am I a language teacher. I am a student and practitioner of school administration. I must rely upon the teachers for teaching methods and selection of programs. Based upon the above rationale and my contact with teachers, students, parents, and counselors, I have arrived at a set of personal guidelines for the administration of a foreign language program. I believe that this is what I came here to share with you today.

Number 1 - If possible, every student should have an opportunity to learn a second language well enough to develop cultural insights.
Number 2 - This level of achievement in a second language requires either a long sequence or an intensive all day training program. In the public schools, the long sequence is the most practical.
Number 3 - Beginning the sequence when the child is in elementary school may be best educationally, but the practical problems of staffing and maintaining continuity make secondary (grades 6 or 7 - 12) programs most practical.
Number 4 - The foreign program once initiated cannot be considered a field to be added or subtracted as levies pass or fail. A sequential program such as this cannot survive intermittent operation. We must be prepared to support small classes at the upper levels.
Number 5 - Selection of the teaching materials and establishment of objectives must be done by the teachers in each language. However, the administrator must be ready to step in, insist on a consistent program, and insist that all teachers follow it. Articulation between junior and senior high programs usually requires strong administrative direction.
Number 6 - Frequent changes of program, materials, entry points for students cannot be permitted. Grouping students across grade levels is probably necessary.
Number 7 - Counselors must not be allowed to use college entrance as a rationale for guiding students into the program. When they do counsel with students, they should stress the long term committment of the student.
Number 8 - As we move toward more heterogeneous classes, foreign language teachers are going to have to learn to individualize instruction. At the upper levels of the sequences, independent study may be necessary.
Number 9 - Teachers must be ready and willing to adjust to modular scheduling, trimester organizations, and other innovative secondary programs. Gaps in the sequence of two or three months (in addition to the present summer gap) may have to be accomodated.
Number 10 - Foreign language teachers must work with other teachers to solve the really big issues in education, relevancy, responsibility, cultural tolerance, and learning disabilities. They cannot consider themselves as a group separate from the rest of the staff and they definitely cannot consider themselves teachers of gifted children.

A few years ago Helen Shelton, after evaluating the program in the school in which I served as principal and after discussing the program with me, indicated that she felt that the philosophy which I expressed should be passed to other administrators. I have attempted to do this. Now I've also passed it along to you. I hope it at least serves as a topic for discussion. I've just begun a new administrative responsibility and the foreign language program meets very few of the above guidelines. I hope to encourage some change. I can hardly wait to see how it turns out.

Thank you for the invitation to be with you today and best wishes for a profitable day. You will--if the older teachers among you will not consider experience to be a substitute for intelligence and the younger teachers will not consider intelligence to be a substitute for experience. It takes both.

****

Speaker: Mr. Igor Gladstone, Seattle Public Schools
Recorder: Mrs Dorothy Ackels,
South Kitsap Public Schools

The speaker gave a talk on individualizing the teaching of foreign languages. The philosophy adopted at Nathan Hale is that "Man's life revolves around his culture. Language is a means of understanding a culture. Knowledge and understanding of another language broadens man's perception of his world heritage and opens new vistas for personal fulfillment in work and leisure."

The major objectives of a Foreign Language study stressed by Mr. Gladstone are: A) to expose the individual to the cultural heritage and life styles of other peoples; B) to provide students with communicative skills in the foreign language necessary for perceiving accurate cultural images; C) to direct students toward utilization of languages for personal fulfillment and enjoyment.

The Behavioral Objectives are: A) Through cultural heritage, the student will: 1) become acquainted with several cultures of the world; 2) develop a more understanding attitude towards his multi-cultural environment; 3) establish a rationale for his linguistic pursuits; B) Through Basic Language Study, the student will: 1) gain cultural concepts; 2) learn a new sound and writing system; 3) develop basic communication skills.

Mr. Gladstone condiders the use of up-to-date materials essential to foreign language instruction.

Miss Esperanza Gurza gave a very interesting and informative slide presentation of Mexico. Included in the slides were both Old and New Mexico.

****

GERMAN SESSIONS

Speakers: Mrs. Diane Heald
Miss Janet Strand
Prof. Renate Hodges

In the morning session at Port Orchard, Mrs. Dianne Heald and Miss Janet Strand gave a presentation and explanation of the Chilton Materials presently being used in the South Kitsap School District. These materials place major emphasis on developing speaking and listening skills in the first year and adding reading and writing in the second and third phases. The program materials consist of picture books, film strips, tapes and records.

The afternoon German section was a lecture, in German, on "Culture in the Classroom: by Prof. Renate Hodges, presently of the University of Puget Sound, followed by an open discussion of individualization programs in various schools in the peninsula and Tacoma Areas.

****
****

SPOKANE

OPENING SESSION
Speaker: Mr. Harry Reinert, Edmonds Public Schools
Recorder: Mrs. Marguerite Cross,
Spokane Public Schools
Responding Panel: Dr. Robert Beamish, W.S.U.
Mrs. Kenneth Halwas,
Cheney Public Schools
Mrs. Lowell Corbin,
Spokane Public Schools

Dr. Richard Whitcomb, president of WAFLT, presided. He said that the learning of Foreign Languages in the State of Washington is in a healthy situation: interest in the subject is picking up; Keith Crosbie is the new State Supervisor; a "hot-line apparatus" is in existence for use when courses are threatened (and proved its worth this year when languages were to be dropped at Yakima Community College--89% were saved); new State standards for certification of teachers of foreign languages are being set up; WAFLT has an excellent publication, FORUM; four regional meetings are being held simultaneously; next fall will see the first Fall State Conference in Seattle (more districts release teachers for a meeting day in the fall than in the spring); and the State is represented in officer and committee positions in the national teacher associations concerned with various target languages. Dr. Whitcomb urged membership in WAFLT, ACTFL, and the language associations.

Dr. Walter A. Hitchcock, Deputy Superintendent of Spokane District 81, welcomed participants to the building, the conference and the city. He said he had a lesson to teach concerning the birds and the bees. Each living thing emits identifying messages into the cosmic noise; each message reaches its selective audience in which each member seems unaware of others. Selectivity is the prime essential in communication: both emission and reception need concern for the message. Dr. Hitchcock mentioned also the tremendous gathering of notables as guests at that moment of the King of Iran; few can speak their host's language, but he speaks several. Hitchcock said that he had not been one involved in foreign languages, but that some administrators and the counselors "and others are aware." He commented on three Civil Rights Workshops he attended in the late summer in Idaho, Denver, and Portland. At each he was aware of the sensitivity of the participants. In Idaho, Chicano and Indian participants knew their problems and asked, "Do you care?" In Denver a Japanese business man concerned with the economics of selling his bottled gas to the United States spoke of the need of the two nations to understand one another. He wondered if the U.S. and its citizens realize that the United States is Japan's "mother country?" Very recently at the Portland Workshop, Dr. Hitchcock found recognition of the need for understanding, the need to select the message from background noises, the "need to complete the loop." "You," he said, meaning teachers of languages, "have been working on the problem; we need to do more." Thus the bees and the birds joined cosmic noise. The message was clear.

"But Johnny Doesn't Wear a Size 16!" was the subject of the main speaker, Harry Reinert, Chairman, Foreign Language Department, Edmonds. In a spritely, fast-paced, lucid address he urged individualization in language teaching and learning. He attains "personalized learning" with small groups, of two to seven, with materials tailored to the students' interests; with a continuous progress program the student proceeds to the next unit when he has attained a score of 80% or more on the current one. With a 9-point jack-box he has up to nine students listening at once, for about 15 minutes, while other students work in smaller groups on other activities. Each knows what is to be done because he has a "hand-out" for each lesson. The goals for the unit and the level are specific. The teacher is available to individuals and to groups. Students are more relaxed, can see that they are learning, and seem to like the program. Edmonds is experimenting also in student options in recording results: a course for credit or for no credit, or for a grade. Mr. Reinert pointed out that Edmonds has a self-paced program and he is very pleased with it. He said the need for articulated materials is a real problem, and to date the program has not included analysis of the student's strength in learning--is he eye-minded, ear-minded, with abstract concepts or does he need realia?

Each of his Respondents has had experience in personalized or individualized programs. Mrs. Betty Corbin of Rogers High School, Spokane, described a second-year Spanish program in which all the physical aspects seemed ideal: time, space, equipment, a great number of packets prepared by a team of two interested and capable teachers, initial student interest, etc. Yet the course bogged down and has been abandoned: students like the class

situation. They like the give-and-take with the teacher as they learn, even the most carefully prepared "home-made" packets lacked the excellence of preparation of the modern textbock. And the demand on teacher time proved overwhelming. The teachers found grading became a nightmare, students who lacked the pressure of deadlines accomplished less and less; they postponed preparation in favor of math or English assignments with deadlines. Top students did well, but they always do; lowest students failed tests twice and then learned. All lost that big sociable solid majority in which they were comfortable. Finally, Mrs. Corbin noted, we need to find out just how individuals learn and react in groups.

Mrs. Kenneth Halwas, Cheney High School, uses a 15-minute pre-period discussion on anything of student interest, but not tied to the text--songs, proverbs, "Kultur," news, history (but related to German). She works with two-student groups and keeps a record of achievement and test scores. "A" is 93% or better; "B" is "85" or better. She uses color-coded folders for each lesson, and at second and third year she offers college-preparatory courses and terminal courses with different content in grammar, reading, etc. Her students have a Master Progress Sheet, and each can see which goals he has attained each week or term. The student determines his own purpose: speaking German or reading German.

The third respondent was Dr. Robert Beamish, of the Department of Foreign Languages and Literatures, Washington State University. He said he has given up the traditional grading system. He marks papers to indicate learning needs, but leaves evaluation to the student. The final grade is determined by student and instructor in conference. If a student rates a "B" and wants an "A", he does additional work on his own initiative. Students discuss readings in small groups with the instructor as a resource person and they use the laboratory as needed; instructor says, "Here is the workbook; you use it." And they do. Dr. Beamish is very pleased with the independent work of the students and the relaxed atmosphere of his classes. Students work in almost complete freedom and have a far better attitude toward foreign language than classes formerly had.

****

PLAN NOW TO ATTEND THE

ANNUAL STATE W.A.F.L.T. CONFERENCE

MARCH 17-18, 1972 IN SPOKANE

MORE DETAILS ON PAGE 28

THE CHICANO AND THE PUBLIC SCHOOLS

Speaker: Mr. Charles Jimenez
Recorder: Sister Magdalene Mary Peyton,
Fort Wright College

Chairman for the Spanish division of the Native-Speaker Sections at the WAFLT Meeting in Spokane was Mr. Ronald Merrill of Ferris High School. Introducing the chief speaker, Mr. Charles Jimenez, he explained that Mr. Jimenez is not only an "amigo del chicano", but himself a product of chicano culture. Mr. Jimenez has had experience with the Chicano movement in the state of Washington, in Arizona, Washington, D.C., and in California, where he has worked with Cesar Chavez.

Mr. Jimenez stressed throughout his presentation that in the development of the chicanos he felt it essential to spend all effort and money available on the education of Chicano children. He stated that in his own work it was always his policy to "beg, borrow and steal", if necessary, to keep the programs for the children going. He mentioned that in central Washington at the present time, as well as in California, there are programs operating such as a non-profit corporation, a child care center, an adult education program, and a college tuition support plan.

Chief centers of the chicano culture in Washington are in Yakima, Franklin, Grant and Walla Walla Counties. The towns of Granger, Sunnyside, Wapato and Toppenish are 50% Chicano. In the Chicano today there is a growing awareness: Leaders are impatient with non-Chicanos, and the fact that some of these speak Spanish does not help. One has really to belong, in some sense at least, to the "tortilla-frijoles-chili culture" to be accepted by its members.

In working with the Chicanos an outsider must feel his way carefully. It is dangerous at just any time or place to speak in praise of the grape strike, for instance. Many women don't approve of Chavez' strikes because their children don't eat as a result of them. In California recently men who began apeaking in favor of the grape and lettuce strikes couldn't finish because the women in the audience literally threw things at them.

When people feel alienated, not sympathetic, Mr. Jimenez stressed, they don't think in a rational, orderly manner; hence a personal, charismatic quality is required to get to the chicanos. Because of the influence of such people as the Brown Berets, there will be eruptions. There is nothing to do about them, since they are easy to subvert. In California, when the administration didn't conform, the leaders were able to subvert effectively. One of the hopeful aspects of the movement is that there is now in California a group of good Spanish-speaking lawyers. The Chicano is gaining control and the situation gives promise of some success in the future.

The most important objective in the Chicano program is to secure educational progress for the children. This aim is being fulfilled in some places. In the Tri-Cities, for instance, one day-care center cares for 100 children daily. It is imperative to give the Chicano child two languages, not to take away his Spanish. However, when the child begins to know more English

than the father, the latter often takes him out of the school. If the government would spend money only on the children instead of on wars for five years, Mr. Jimenez stressed, the problem could be solved.

Mr. Jimenez believes that the Chicano beyond the high school years can never catch up with rapid advances within the movement. Thus he feels that money must be spent on the children so as not to lose them. Officials must understand the importance of the children and spend the money available on them. Five dollars per child per day is needed. If the Chicano himself doesn't do it, the others won't get it done. There must be an examination of the system, of the methods of teaching, especially of the language of art. The Chicano must speak as an artist.

We do not have time, Jimenez pointed out. The only hope is that we can work from small beginnings to effect change. Society is flexible enough. The blue collar worker is most dissatisfied. With one match the whole scene can be set on fire. A very small group of dissatisfied people such as the Brown Berets can light the conflagration. What is needed is to build a bridge between the two sides. Knowing how to speak Spanish can begin this bridge.

The Chicano today is a psychological cannibal. He says: "He's up there. I want to bring him down to me." "Como yo digo." The most important thing is sincerity, Jimenez said: "We need to communicate. We need to talk. We must reach the level where we have a FEELING for the Chicanos. It is important that the Chicano children should not lose their own culture, but that they adapt."

"There is no connection between the Mexican and the Chicano. Recently some fifteen or twenty Chicano teachers were sent to Mexico to get a sensitivity for the culture. None lasted three months." Because there are good programs there, it is better to send them to Texas to get this "feeling for the culture." Furthermore, Jimenez stressed, "if you don't like poor people stay away from the Chicano movement, because the people here are poor. Much understanding is necessary for those who work in this program because the Mexican "siente mucho y piensa poco."

QUESTIONS AND ANSWERS: (following the talk)

1) Is there in Central Washington something comparable to the Head Start Program?
-- There is such a program, but it has not been successful because of a lack of bi-lingual teachers.

2) Would it not be better for those who wish to learn Spanish to go to Mexico rather than Texas, since in Texas they are not going to really learn Spanish?
-- To learn the Spanish language, yes.

3) Since the problem of the Chicano is in itself the problem of a minority, as is true of the Puerto Ricans also, don't you think it is very important for those who teach them to do so "con sentido"?
-- Yes, it is very necessary. One should learn Spanish perfectly. However, unfortunately the Chicano neither speaks good English nor good Spanish.

4) Do you feel that the Chicano must have his own schools?
-- The militants get people excited in respect to this. To have separate schools would be to cut off communication, and to cut oneself off is no way to build. The real objective of some of the movements is not known. Each one is doing his own thing. The militants want their own schools, which would be to start all over again. The aims depend on the state of the person and the location. These people need to exercise their own feeling of self-identity. The betterment of all the people is the necessary goal.

5) What has been the progress of bi-lingual education?
-- The speaker said he did not know. There is money allotted for a five-year experiment.

6) Is the problem basically financial?
-- It is a question of whether it is better to hold onto one's own basic culture. ¿Pan o cultura? If you are hungry, the bread is very important. The fact is that YOU cannot be like ME. Wouldn't it be better if we didn't have the problem? What do the children want? We need a solution, a means for dynamic development, a charismatic artist. Bi-lingual education would seem to be the best present possibility. There will be tremendous conflicts.

7) Could the chicanos seek their solutions along with the native Americans and Blacks?
-- No. They are not Indians or Negroes. Meetings have been tried, but they proved to be blood-lettings. There is no way to build if you cut yourself off. Incidentally, the Chicano has the worst of all worlds.

****

REPORT FROM THE FRENCH LANGUAGE SECTION

Speaker: Mrs. Loren Seifert
Recorder: Mr. Joe Tremblay,
Spokane Public Schools

First, Dr. Cornelius Groenen, Eastern Washington State College, urged those present to join AATF. He told the group that there were 150 members in this area, but that he was going to push hard for an increase in members.

The principal aim of the local chapter, he said, is to create a united impression of the foreign language teacher. This he thought could be

achieved through meetings and dinners sponsored by the chapter. His preliminary remarks also stressed the fact that in his contacts with school boards and school administrators he found very little negativism toward foreign languages.

Mrs. Loren Seifert, the main speaker, changed the subject of her talk be because Mr. Guy DuBois had already spoken to the AATF about "France and its New Education System." Instead Mrs. Seifert chose to call attention to the differences she found in France last summer since her previous visit.

Main points: 1) Many new factories and apartments had been built; 2) Fewer bicycles--many more cars; 3) Parisians still tend to be cool and almost indifferent to foreigners; 4) The change which had the most pronounced effect on her was the difference in attitude or point of view between children and parents. The children want progress, i.e., all that industrialization can provide, whereas the parents are more inclined to revere the past and put a premium on good food and wine. Children also tend to ask "why?" now; 5) She also noted that even though the exterior of new houses looks much the same, the interior is much different. Houses now have larger floor plans, more closets, more convenient kitchens; 6) France is still expensive for tourists.

****

CLOSING SESSION
Speaker: Mr. William Love
Recorder: Mr. Richard Boyd

William Love, editor of the Washington Foreign Language Newsletter, had originally planned to speak on motivation in foreign language study. However, due to the diversity of opinions expressed by the morning session's panel group oniindividualized instruction, Mr. Love decided to call the panel back into session for questioning on specific points by the general audience.

While the panel members, and Mr. Love, continued to reflect a wide spread of opinions on the philosophy and methods involved in individualized instruction as pertaining to foreign language study, some points of general agreement surfaced from time to time and could be identified as follows:

1) Teachers should draw on their own experiences as students for guidance in the preparation of "packaged" programs for individualized instruction.

2) The toughest administrative problem in individualized instruction is the matter of grading. Some advocate that the number of attempts a student makes before completing a given unit should be reflected in the final grade. Other feel that the number of attempts made is of small

importance. . . it is the satisfactory completion of a prescribed unit of learning that really counts and that a grade should be withheld until the student completes such unit, even if it means that the student graduates without any credit in this area, or finds that his graduation is delayed. "Points" seem to be the most popular way to determine grades, but the determining of points was not thoroughly understood by many and do not always reflect a relation with the total amount of learning prescribed for a given academic period. Thus, it is possible for two students to receive "A" while one actually covers twice as much material as the other. This triggered some doubts as to the future success of the slower (but "A") student when he enters a more advanced class or is placed in a college language class as determined by his high school grades.

3) The success of an individualized program depends heavily upon the student assuming complete responsibliity for his own progress. A shortcoming here is that not all students have the same degree of dedication to language study. Many times personal situations beyond control of the student are important factors, but are pushed aside by the teacher in his assumption that the student's main interest lies in language learning.

4) No textbooks seem to be available at present for use in individualized foreign language classes. This, in a sense, can be interpreted as a good omen, as individualized instruction is working its way upward, with teachers preparing their own material in a truly grass-roots approach. This as versus the mandated atmosphere surrounding the audio-lingual method, brought about by NDEA institutes and Army language schools, too.

Mr. Love concluded the panel's question and answer session by observing that a student will learn only when he can see a use for the material involved, and that the only valid indicator that learning has taken place comes from the student himself. Therefore, according to Mr. Love, students should be included to a greater degree in curriculum design and should be allowed to choose the type of course they want.

****

Mr. Keith Crosbie, Washington State's Supervisor of Foreign Language Programs will speak at the Annual State W.A.F.L.T. Conference in Spokane, March 17-18, 1972. His topic: "Foreign Language Study in Washington: Then, Now, and ? "

Plan to be there.

More details on page 28.